



## Performance Measurement Worksheet (Output Example)

**Output**--specify a count of the amount of service participants or volunteers have completed, but do not provide information on benefits or other changes in the lives of participants and/or beneficiaries.

**Intermediate-outcome**--specify a change that has occurred in the lives of beneficiaries and/or participants, but is still short of a significant, lasting benefit to them.

**End-outcome**--specify a change that has occurred in the lives of beneficiaries and/or participants that is significant and lasting.

Category (Select one and put the performance measure number in the box)

Number (Select One)

<input checked="" type="checkbox"/> NEEDS AND SERVICE ACTIVITIES <input type="checkbox"/> PARTICIPANT DEVELOPMENT <input type="checkbox"/> STRENGTHENING COMMUNITIES		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Creating Performance Measures	<b>EXAMPLE: OUTPUT</b>	
1. Identify the <b>result</b> you expect to achieve and label as output, intermediate outcome or end outcome.	<b>OUTPUT:</b> Number of “at-risk” high school students identified and paired up with a mentor; number of hours each mentor meets with his/her student. <i>Possible indicators: number of students paired with mentors; hours of student-mentor meetings weekly</i>	
2. Describe how you will achieve this result.	“At-risk” high school students who may benefit from one-on-one mentoring will be identified by school counselors. At-risk students are those defined as at risk of failing or dropping out of school. After an initial meeting with parents, the student, the counselor, and a representative from our Teen Mentoring program, a mentor will be assigned to each participating student. Student-mentor meetings will take place at least once a week, for a minimum of three hours per week, after school, at the school or another place agreed upon at the initial meeting. Mentors will help students with homework, be available to discuss personal problems or concerns, and mentor students on their future plans and how to reach these goals. We expect at least 40 students to be served by the Teen Mentoring program during each school year.	
3. What data and instruments will you use to measure the results?	Teen Mentoring Participation Form Student—Mentor Participation Log	
4. What are the <b>targets</b> that you expect to meet on this performance measure during the three-year grant period?	Year One: Thirty teens will be identified and assigned to a mentor; of these, 20 will meet with a mentor for at least three hours per week throughout the school year. Year Two: Thirty-five teens will be identified and assigned to a mentor; of these, 25 will meet with a mentor for at least three hours per week throughout the school year. Year Three: Thirty-five teens will be identified and assigned to a mentor; of these, 25 will meet with a mentor for at least three hours per week throughout the school year.	
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your <b>performance measure</b> .	<b>OUTPUT:</b> Thirty high school students who are “at-risk” of dropping out of school will be paired with mentors: of these, 20 will meet with a mentor for at least three hours per week throughout the school year. Mentors will help them with school work and plans for the future.	
6. If you have <b>data for this performance measure from prior years</b> , report it here.	No data available from prior years on this performance measure.	

© 2003 Aguirre International



## Performance Measurement Worksheet (Intermediate Outcome Example)

**Output**--specify a count of the amount of service participants or volunteers have completed, but do not provide information on benefits or other changes in the lives of participants and/or beneficiaries.

**Intermediate-outcome**--specify a change that has occurred in the lives of beneficiaries and/or participants, but is still short of a significant, lasting benefit to them.

**End-outcome**--specify a change that has occurred in the lives of beneficiaries and/or participants that is significant and lasting.

Category (Select one and put the performance measure number in the box)

Number (Select One)

<input checked="" type="checkbox"/> NEEDS AND SERVICE ACTIVITIES <input type="checkbox"/> PARTICIPANT DEVELOPMENT <input type="checkbox"/> STRENGTHENING COMMUNITIES		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
Creating Performance Measures	<b>EXAMPLE:</b>	
1. Identify the <b>result</b> you expect to achieve and label as output, intermediate outcome or end outcome.	<b>INTERMEDIATE-OUTCOME:</b> High school students who participate in mentoring will develop positive study habits. <i>Possible indicators: amount of homework assignments completed, concentration, hours spent studying, attendance in class</i>	
2. Describe how you will achieve this result.	Mentors will work one-on-one with high school students for at least three hours a week during the school year to help them develop good study habits and complete school work. Mentors will contact parents and/or school counselors to discuss students' progress once a month. Mentors will meet with teachers in cases where the student is failing to develop a strategy for assisting the student to succeed in class (i.e., to identify particularly challenging areas for the student).	
3. What data and instruments will you use to measure the results?	Pre-post Study Habit Assessment (to be completed by parents at the beginning, mid-year, and end of the year)	
4. What are the <b>targets</b> that you expect to meet on this performance measure during the three-year grant period?	Year 1: 75% of the students working with mentors will show improvement in study habits. Year 2: 80% of the students working with mentors will show improvement in study habits. Year 3: 80% of the students working with mentors will show improvement in study habits.	
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your <b>performance measure</b> .	<b>INTERMEDIATE-OUTCOME:</b> Seventy-five percent of high school students who participate in mentoring will demonstrate improved study habits during the school year.	
6. If you have <b>data for this performance measure from prior years</b> , report it here.	No data available from prior years on this performance measure.	



## Performance Measurement Worksheet (End Outcome Example)

**Output**--specify a count of the amount of service participants or volunteers have completed, but do not provide information on benefits or other changes in the lives of participants and/or beneficiaries.

**Intermediate-outcome**--specify a change that has occurred in the lives of beneficiaries and/or participants, but is still short of a significant, lasting benefit to them.

**End-outcome**--specify a change that has occurred in the lives of beneficiaries and/or participants that is significant and lasting.

Category (Select one and put the performance measure number in the box)

Number (Select One)

<input checked="" type="checkbox"/> NEEDS AND SERVICE ACTIVITIES <input type="checkbox"/> PARTICIPANT DEVELOPMENT <input type="checkbox"/> STRENGTHENING COMMUNITIES		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3
Creating Performance Measures	<b>EXAMPLE:</b>	
1. Identify the <b>result</b> you expect to achieve and label as output, intermediate outcome or end outcome.	<b>END OUTCOME:</b> By the end of the school year, high school students who participated in mentoring will pass classes or graduate. <i>Possible indicators: grades, graduation status</i>	
2. Describe how you will achieve this result.	Mentors will meet one-on-one with high school students for at least three hours a week, assisting them with homework and other issues that may come up. Mentors will contact parents and/or school counselors to discuss students' progress once a month. Mentors will meet with teachers in cases where the student is failing to develop a strategy for assisting the student to succeed in class (i.e., to identify particularly challenging areas for the student).	
3. What data and instruments will you use to measure the results?	School records or Teacher Survey (post)	
4. What are the <b>targets</b> that you expect to meet on this indicator during the three-year grant period?	Year 1: By the end of the school year, 70% of the students who participated in mentoring will have passed all their classes or graduated high school. Year 2: By the end of the school year, 75% of the students who participated in mentoring will have passed all their classes or graduated high school. Year 3: By the end of the school year, 75% of the students who participated in mentoring will have passed all their classes or graduated high school.	
5. Restate the complete performance measure by combining steps 1 and 4 above. This is your <b>performance measure</b> .	<b>END OUTCOME:</b> By the end of the school year, 70% of the students who participated in mentoring will have passed all their classes or graduated.	
6. If you have <b>data for this target from prior years</b> , report it here.	No data is available for this performance measure; this is the first year of the program.	